

# First Year Seminar in Critical Thinking – Fall 2016

**First Year Seminar – 2353 – FYS 100- 135**

2:00 pm - 3:15 pm - TTH Smith Hall 263

**Instructor:** Dr. Barbara J. Tarter (tarterb@marshall.edu)

**Classroom:** Smith Hall 261

**Main Office:** Smith Hall 257 (304) 696-6786

**Personal Office:** Smith Hall 271 Phone: (304) 696-2700

**Office Hours:**

|            | Monday   | Tuesday   | Wednesday  | Thursday  |
|------------|--|---|--|---|
| 12:00-1:00 |  |   | <b>Office Hours 12:00-1:00</b> (May have faculty meeting or Huntington City Mission Meeting) |   |
| 1:00-2:00  | <b>Office Hours 1:00-2:00</b>                                | <b>Office Hours 1:00-2:00</b>                   | <b>Office Hours 1:00-2:00</b>  |   |
| 2:00-3:00  | <b>Persuasion 2:00-3:15 (Smith 261)</b>                      | <b>First Year Seminar 2:00-3:15 (Smith 263)</b> | <b>Persuasion 2:00-3:15 (Smith 261)</b>  | <b>First Year Seminar 2:00-3:15 (Smith 263)</b> |
| 3:00-4:00  | <b>Office Hours 3:15-4:45</b>                                | <b>Office Hours 3:15-4:15</b>                   | <b>Office Hours 3:15-4:15</b>  | <b>Office Hours 3:15-5:15</b>                   |
| 4:00-5:00  |  |   |  |   |
| 6:00-6:30  | <b>Office Hours 6:00-6:30</b>                                |   |  |   |
| 6:30-7:00  | <b>Nonverbal Communication CMM 603 6:30-9:00 Smith (261)</b> | <b>Tutoring – Tri-State Literacy</b>            |  |   |
| 7:00-8:00  |  |   |  |   |
| 8:00-9:00  |  |   |  |   |

**Textbook:** No textbook is required for this course. Reading assignments will be placed on **Blackboard** or distributed in class. You are responsible for reading **all** materials placed on Blackboard.

**Seminar:** specialized educational class in which ideas, approaches, and advances are regularly shared among participants (Encarta® World English Dictionary [North American Edition] ©2009)

**Reference Librarian:** Mr. Timothy A. Balch

e-mail: balch@marshall.edu / phone: 304-696-2335 / Office - Drinko Library 134

**Computer Requirements:** Students must be able to effectively use the library's on-line research sites and be able to effectively load one of their documents into the GEAR Assessment program. All assignments must be typed.

**(Who Done It? - COURSE OBJECTIVES)** This Seminar will take a legal focus. Specifically, the class will analyze crimes and the people that commit them; you will have an opportunity to both defend and prosecute these individuals, as part of a mock trial. We will explore each of the FYS domains as they relate to crimes and criminals. Additionally, as part of a learning community, this course will examine the judicial branch of government which is responsible for applying the laws to cases brought before it. The Political Science course, in which you are enrolled, will examine the legislative branch of government, which is responsible for enacting the laws.

Consider the alignment of the learning outcomes:

| Student Learning Outcome      | Student Learning Outcomes<br>FYS 100: First Year Seminar   | Student Learning Outcomes<br>PSC 104: American National Government and Politics   |
|-------------------------------|--|---|
| <b>Information Literacy</b>   | <b>Explore</b> and <b>revise</b> search strategies to <b>locate</b> appropriate research; <b>integrate</b> relevant information from reliable sources; <b>Question and Evaluate</b> the complexity of the information environment; and <b>Use</b> information in an ethical manner.  | <b>Identify</b> and <b>Interpret</b> the complexities of American government and the political system<br><b>Demonstrate</b> a broad overview of the American political system, with an emphasis on the historical development of the American polity  |
| <b>Integrative Thinking</b>   | <b>Make connections</b> among varied disciplines, domains of thinking, experiences, and situations.<br><br><b>Transfer skills</b> and <b>Learning</b> among varied disciplines, domains of thinking, experiences, and situations.  | <b>Discuss</b> and <b>Criticize</b> the foundations of the American political system and the institutional arrangements that characterize American government<br>be able to <b>Discuss</b> and <b>Describe</b> the process and the politics within it associated with the American system of government   |
| <b>Intercultural Thinking</b> | <b>Evaluate</b> generalizations about cultural groups, <b>Analyze</b> how cultural beliefs might affect communication across cultures, <b>Evaluate</b> how specific approaches to global issues will affect multiple cultural communities, and <b>Untangle</b> competing economic, religious, social or geographical interests of cultural groups in conflict. | <b>Evaluate</b> generalizations about cultural groups and their political behavior<br><b>Analyze</b> competing economic, religious, social or geographical interests of cultural groups in a political context  |
| <b>Inquiry Based Thinking</b> | <b>Formulate</b> focused questions and hypotheses, <b>evaluate</b> existing knowledge, <b>Collect</b> and <b>Analyze</b> data, and <b>Draw</b> justifiable conclusions.<br><br><b>Evaluate</b> the effectiveness of a strategy to <b>Determine</b> the degree of improvement in your knowledge and skills.   | <b>Synthesize</b> historical events in American political development by seeking to <b>Evaluate</b> critical past events and choices that shape contemporary government and politics be able to <b>Differentiate</b> and <b>Describe</b> the inherent tension within individual rights (liberalism) and popular government (democracy) -- minority rights vs. majority rule |

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| <b>Metacognitive Thinking</b> | <b>Evaluate</b> the effectiveness of your legal brief and your classroom presentation. <b>Compare</b> your presentation to that of others in the class, to determine where you might improve for the final presentation. <b>Assess</b> the ability of your legal brief to adequately prepare you for the classroom presentation. |  |
|-------------------------------|--|--|

| <b>Student Learning Outcomes</b> |   |  |
|----------------------------------|---|--|
|                                  | Practice of Desired Student Outcomes  | Student Outcome Assessment   |
| <b>Information Literacy</b>      | <ul style="list-style-type: none"> <li>– <b>Access</b> a variety of databases such as EbcHost’s Academic Search Premier, Lexis Nexis, Credo Literati, the CQ Researcher and more.</li> <li>– <b>Locate</b> and <b>Evaluate</b> research related to your case, and integrate it into your legal brief and into your case presentation using a proper citation format.</li> <li>– <b>Integrate</b> research from a variety of sources, to include legal documents, newspaper stories, journal articles, books and reliable websites.</li> <li>– <b>Evaluate</b> and <b>Revise</b> your material based on your expectations of the opposition’s position.</li> <li>– <b>Discuss</b> such cases and the corresponding documents as the Scottsboro Boys, Chandra Levi Case, the Salem Witch Trials, and the Leo Frank Case.</li> <li>– <b>Prepare</b> and <b>Present</b> legal cases with attention to details and from an ethical approach.</li> <li>– <b>Read</b> Ch. 2 (CTIC): “Thinking Critically about Statistics”</li> <li>– <b>Read</b> Ch. 3 (CTIC): “The Power of Language”</li> <li>– <b>Read</b> On-Line material provided.</li> </ul> | <ul style="list-style-type: none"> <li>– Preparation of two legal briefs (One for the defense and one for the prosecution)</li> <li>– Presentation of the material derived from the research as related to each case.</li> <li>– Two Exams</li> <li>– Final Critical Thinking Challenge</li> </ul> |
| <b>Integrative Thinking</b>      | <ul style="list-style-type: none"> <li>– <b>Connect</b> a variety of disciplines through a variety of discussions such as Art and Criminals; Social Sciences and Sharia Law: Crime and Statistics: CSI and Science; and the historical and social aspects of specific criminal acts.</li> <li>– <b>Prepare</b> two legal cases that transfers the research completed into a comprehensive oral, visual, and written presentation.</li> <li>– <b>Review</b> On-Line Documents involving crime and criminal practice</li> <li>– <b>Read</b> Ch. 1 (CTIC): “What is Critical Thinking within a Field or Discipline?”</li> <li>– <b>Read</b> Ch. 5 (CTIC): “The Marshall Experience”</li> <li>– <b>Read</b> On-Line material provided.</li> </ul>   | <ul style="list-style-type: none"> <li>– Preparation of Modified Legal Brief</li> <li>– Development of two legal presentations</li> <li>– Two Exams</li> <li>– Final Critical Thinking Challenge</li> </ul>  |

|                               |   |   |
|-------------------------------|---|---|
| <b>Intercultural Thinking</b> | <ul style="list-style-type: none"> <li>– <b>Examine</b> your own cultural beliefs on issues such as ethnicity, religion, gender, age, and the media through in-class discussions, a speaker, a field trip to the Crime Scene House, video clips, classroom presentations, and two film documentaries.</li> <li>– <b>Scrutinize</b> such cultural issues as Sharia Law, Witchcraft, and mental illness.</li> <li>– <b>Analyze</b> the effect of cultural and historical beliefs on such things as religion, ethnicity, and socio-economic standing.</li> <li>– <b>Review</b> and <b>Evaluate</b> On-Line documents involving cultural differences in the law</li> <li>– <b>Explore</b> and <b>Evaluate</b> cases that have significantly contributed to our current cultural beliefs such as the Scottsboro Boys and the Salem Witch Trials.</li> <br/> <li>– <b>Read</b> Ch. 4 (<u>Critical Thinking in College</u>): “Snap Judgments: Heuristic Thinking”</li> <li>– <b>Read</b> On-Line material provided.</li> </ul> | <ul style="list-style-type: none"> <li>– Two Exams</li> <li>– Final Critical Thinking Challenge</li> <li>– Jury Decisions and Discussions involving case presentations</li> <li>– Multi-Cultural Exercise involving taking a position in another country</li> </ul>   |
| <b>Inquiry Based Thinking</b> | <ul style="list-style-type: none"> <li>– <b>Formulate</b> a position in two controversial legal cases</li> <li>– <b>Evaluate</b> existing material supporting your assigned position and the alternative position</li> <li>– <b>Analyze</b> data, and draw a justifiable conclusion for your assigned legal position.</li> <li>– <b>Test</b> your ability to anticipate those arguments that might be presented by the opposing side and present counter arguments in support of your position</li> <li>– <b>Review</b> and determine those witnesses that might be the most powerful in presenting your case and suggest what their testimony might include.</li> <li>– <b>Engage</b> in problem-solving activities that will require you to reason through multiple levels of inquiry.</li> <li>– <b>Read</b> Ch. 4 (<u>Critical Thinking in College</u>): “Snap Judgments: Heuristic Thinking”</li> <li>– <b>Read</b> On-Line material provided.</li> </ul>  | <ul style="list-style-type: none"> <li>– Two Exams</li> <li>– Final Critical Thinking Challenge</li> <li>– Preparation of Modified Legal Brief</li> <li>– Development of two legal presentations</li> <li>–</li> </ul>  |
| <b>Metacognitive Thinking</b> | <ul style="list-style-type: none"> <li>– <b>Engage</b> in reading and writing assignments that require you to consider how you learn, what you think and why you believe what you do.</li> <li>– <b>Read</b> On-Line material provided.</li> </ul>  | <ul style="list-style-type: none"> <li>– Review of your comments on your legal briefs</li> <li>– Review of your comments about your legal presentations</li> <li>– Consideration of the class determination of the effectiveness of your legal presentation</li> <li>– Reflection on GEAR upload</li> </ul> |

## CLASS ASSIGNMENTS

**DUE DATES:** Assignments are due at midnight on the date indicated on the syllabus. Please submit assignments directly to Blackboard. If you are unfamiliar with Blackboard, please notify the instructor

and she will walk you through it. Make sure to include your name on the actual assignment and that of your partner if the assignment is submitted as a joint effort.

**ASSIGNMENT SUBMISSION:** It is a good college practice to always keep copies of your work, both before and after grading, as assignments often get lost in cyberspace. 😊😊 Always include your name on the actual assignment before submitting it to Blackboard.

**LATE ASSIGNMENTS:** The semester will move very fast and it is difficult to stay on track unless you follow the syllabus closely. Assignments not received by the due date will be subject to a reduced grading scale. Assignments will not be accepted late without special permission from the instructor prior to the due date.

**ATTENDANCE:** Attendance is **required** for the course according to University Policy. The policy states that a student that has more than three **(3) Unexcused absences** during the semester (1 ½ week of class) will expect the following consequences:

- Automatic one letter grade deduction
- Mandatory meeting with the instructor. If the student wishes the chance to redeem him/herself, he or she may submit a plan of improvement. If the plan of improvement is accepted by the instructor and implemented by the student, the student can potentially earn back the letter grade. Subsequent missed classes will result in additional letter grade deductions.

**Excused absences** fall into five categories:

1. University-sponsored activities: academic activities (e.g., performing arts, debate, honors classes, ROTC, and departmental functions); official athletic events sponsored by the Athletic Department; and university activities (e.g., student government and student organizations)
2. Student Illness or Critical Illness/Death in the Immediate Family  

"Immediate Family" is defined as a spouse/life partner, child, parent, legal guardian, sibling, grandparent or grandchild. **\*Routine appointments are not excused. Appointments should be scheduled around your classes.**
3. Short-Term Military Obligation
4. Jury Duty or Subpoena for Court Appearance
5. Religious Holidays

The student with excused absences has the following responsibility:

- Provide appropriate documentation to Dean of Student Affairs for excused absence. Learn how the process works here: [http://www.marshall.edu/catalog/undergraduate/ug\\_10-11\\_published.pdf](http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf)
- Request opportunity to complete missed work within one week of the absence

- Be aware that excessive absences—whether excused or unexcused—may affect your ability to earn a passing grade.
- Regardless of the nature of the excused absence, you are responsible for completing all coursework prior to the end of the semester.

**STUDENTS with DISABILITIES:** Marshall University is committed to an equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 11, phone 304-696-2271.

### CLASSROOM RESPECT

**Late Arrivals:** Given the nature of the class, it is important that you arrive to class on time. Late arrivals can significantly distract the class and the instructor. If you must arrive late during a performance day, please wait until the speaker sits down before entering the classroom.

**Cell Phones:** Please make sure that all cell phones are turned off before class starts. If you have an emergency call that you are expecting, please let the instructor know prior to the start of class.

**Text Messaging:** Please refrain from texting during class time. This is extremely distracting and disrespectful to the instructor and to other speakers, who expect your attention. Continual abuse of this policy may result in academic grade loss or even dismissal from the course.

**Laptops:** Feel free to bring a laptop to take notes during class BUT other uses of the computer such as e-mailing friends, gaming, or surfing the WEB for unrelated class material, may result in class dismissal.

### ACADEMIC DISHONESTY

**Plagiarism:** Copying another's work without proper citation of the source constitutes plagiarism. Plagiarism in any form will not be tolerated. A student that is found plagiarizing another's work will automatically receive an "F" in the course and may be subject to further university discipline.

**Cheating:** According to university policy, cheating is defined as the use of any unauthorized materials during an academic exercise to include notes, study aids etc. Cheating also includes the viewing of another person's work or securing any part of an assignment or examination in advance of distribution by the instructor. Cheating will not be tolerated in this class and will result in an automatic "F" for the class and the possible recommendation of suspension or expulsion from the university.

### OTHER UNIVERSITY POLICIES

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy at [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802)

Students with Disabilities | Affirmative Action | Computing Services Acceptable Use | Dead Week | Excused Absences (undergraduate) | Academic Dishonesty | Inclement Weather | MU Alert | Academic Dismissal | Academic Forgiveness | Academic Probation and Suspension | Academic Rights and Responsibilities of Students | Sexual Harassment

## COURSE REQUIREMENTS

### University Required - Reading/Writing minimums and maximums

- Total reading for the semester should be **480-720** pages
- Total writing for the semester should be **16-24** pages.

**Exam 1 & 2:** The exams will consist of twenty essay questions given in advance. The questions will largely involve critical thinking and applying theory to “real life” situations. On the day of the exam, twelve questions will be randomly drawn and ten of the twelve questions drawn will be answered by each student. No surprises! 😊😊 **@ 20% = 40% of the final grade**

**Prosecution & Defense Briefs:** Each brief should be **ten (10) to twelve (12) pages long** (double-spaced) and include a synopsis of the case, a list of potential witnesses, a list of the major arguments that support the specific position with required documentation, a list of expected counter arguments and the anticipated response, a discussion of any additional relevant material, photos of the exhibits with documentation, a conclusion and a complete bibliography of properly cited sources. Each brief should contain no less than twelve **(12) reliable** sources. All briefs must properly cite sources throughout the document in either APA or MLA style formats. Keep in mind that the synopsis of the case is **not** the same as the oral opening statement, nor is the oral closing statement the same as the conclusion. Although some of the same information should be included, the introduction and conclusion **should not** be read as a substitute for the presentation.

Please note that **all** Legal Briefs are due at midnight of the first day of presentations, regardless of when the actual student presentation occurs. This keeps the assignment fair for everyone.

Samples of past student briefs will be shared on Blackboard. The final brief grade will be shared by the partners; provided a significant contribution was made by both. Students failing to contribute a **significant portion** to the brief will receive a “0” on this assignment. Students will be asked to indicate the percent of partner contribution.

Students not assigned a partner that must complete a legal brief on their own will receive a half of a letter grade (5 points) added to their brief grade. **2 @ 15% = 30% of the final grade**

**Presentation of the Case:** Students will orally present both their prosecution and defense cases. The presentation should provide visual aids where appropriate. The remainder of the class will serve as the jury, in determining the winner of each case; these decisions will not affect the student’s grade. The presentation grades will be assigned individually to each partner. It is important that both partners work

together to provide a consistent and comprehensive presentation of their case. Each presentation will be between **5-8 minutes** long.

See the next page for a description of what should be included in each presentation.

Students without partners will receive their highest of their two presentation grades, for the case in which they argue both positions. **2 @ 10% = 20% of the final grade**

**Final – Critical Thinking Challenge:** Students will analyze a critical thinking scenario and use the documents provided to complete their response to the scenario. Additional information will be provided throughout the class. The scenario will be similar to the one completed during WOW weekend. A rubric for the final is attached. **10% of the final grade**

### **Classroom Courtroom Presentation:**

**Prosecution** – Partner 1 - Opening Statement (5-8 minutes)

Introduce the case with a general overview of the facts.

Explain the facts as they relate to the prosecution's perspective.

Respond to strongly anticipated defense arguments.

State the prosecution's major arguments with appropriate support.

**Defense** – Partner 1 – Opening Statement (5-8 minutes)

Reintroduce the case with a general overview of the facts.

Clearly state the defense's perspective on the specified facts.

Respond to the Prosecution's major arguments.

State the defense's major arguments with appropriate support.

**Prosecution** – Partner 2- Closing Statement (5-8 minutes)

Reiterate the facts of the case based on the prosecution's perspective.

Respond to the major arguments made by the Defense.

Reiterate the primary arguments of the Prosecution.

Provide a closing statement which details the facts and evidence based on the Prosecution's perspective.

**Defense** – Partner 2 Closing Statement (5-8 minutes)

Reiterate the facts of the case based on the defense's perspective.

Respond to the major arguments made by the Prosecution.

Reiterate the primary arguments of the Defense.

Provide a closing statement which details the facts and evidence based on the Defense's perspective.



## COURSE REQUIREMENTS

| Assignment                                    | Percentage of Grade | Grade | Current % | Due Date                     |
|---|---------------------|-------|-----------|------------------------------|
| Exam I  | .20                 |       |           | October 4, 2016              |
| Legal Brief – 1 <sup>st</sup> Case            | .15                 |       |           | October 6, 2016              |
| Courtroom Presentation – 1 <sup>st</sup> Case | .10                 |       |           | October 6, 11, 13, 2016      |
| Exam II                                       | .20                 |       |           | November 17, 2016            |
| Legal Brief – 2 <sup>nd</sup> Case            | .15                 |       |           | November 29, 2016            |
| Load best brief into GEAR                     |                     |       |           | November 29-December 8, 2016 |
| Courtroom Presentation – 2nd Case             | .10                 |       |           | November 29-December 8, 2016 |
| Final – Critical Thinking Challenge           | .10                 |       |           | December 15, 2016            |
| <b>TOTAL Class</b>                            | <b>100%</b>         |       |           |                              |

**\*\* Please note that students will be expected to attend one night panel that will fulfil a requirement for your learning community. The panel is still being scheduled but you will be notified as soon as the date and time are confirmed.**

### Tentative Class Schedule

| Date            | Discussion  | Assignment—Please read the assignment before the class.   |
|-----------------|---|---|
| August 23, 2016 | <b>Introduction to the Class</b><br>Discussion of the long-term class goals<br>Review the Syllabus<br><br><b>LEGAL JEOPARDY</b> |   |
| August 25, 2016 | <b>The Value of a College Education</b><br><br>Show Me the Money<br>Show Me the Grade   | <b>Readings on Blackboard</b>   |
| August 30, 2016 | Who Killed Chandra Levy? – The Case   | Who Killed Chandra Levy?<br><br>Come to class, having <b>read the Chandra Levy material on Blackboard</b> |

|                           |   |   |
|---------------------------|---|---|
|                           | <b>Developing a Legal Brief</b>   |   |
| <b>September 1, 2016</b>  | <b>Assignment to Case #1<br/>"Murder in Many Forms"</b><br><br>Discussion of the Crimes   | Partners meet during the last part of class.  |
| <b>September 6, 2016</b>  | <b>Making an Argument</b><br><br>Leo Frank Case<br><b>Presenting the Case</b> – The Power of Language<br>"Opening and Closing Statements" | <b>Readings on Blackboard</b>   |
| <b>September 8, 2016</b>  | <b>Finding Relevant Sources</b><br><br>– Key Web sites  | <b>Embedded Librarian (Mr. Tim Balch)<br/>Drinko 138</b>  |
| <b>September 13, 2016</b> | Religion, Children, and Government: A Complicated Relationship  | <b>Readings on Blackboard</b>   |
| <b>September 15, 2016</b> | Parental and Children's Rights – You choose   | <b>Readings on Blackboard</b>   |
| <b>September 20, 2016</b> | <b>Citing Sources</b> in APA and MLA styles   | <b>Embedded Librarian (Mr. Tim Balch)</b><br><b>Print out or have available through an electronic device, Purdue Owl Citation Comparison Guide found on Blackboard and at</b><br><a href="http://owl.english.purdue.edu/owl/resource/949/01/">http://owl.english.purdue.edu/owl/resource/949/01/</a><br><br><b>Drinko 138</b> |
| <b>September 22, 2016</b> | The CSI Effect  | <b>Readings on Blackboard</b>   |
| <b>September 27, 2016</b> | CSI: Crime Scene House  |  Meet at the Crime Scene House<br>1524 5th Ave It is the second house on the corner of Hal Greer and 5th Ave.   |

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|--------------------|--|---|
| September 29, 2016 | CSI and Math<br>Statistics and Crime   | Readings on Blackboard  |
| October 4, 2016    | <b>EXAM I – 20 questions given in advance; 12 chosen on the day of the exam – critical thinking essays</b>                       | <b>EXAM I</b>   |
| October 6, 2016    | Class as a Courtroom – Both Sides Present Their Case.  | <i>All Prosecution and Defense Final Briefs Due – (MLA Style Format)</i><br><br><b>1<sup>st</sup> Case Assignment</b><br><b>Case 1 &amp; 2 Classroom Presentation</b> |
| October 11, 2016   | Class as a Courtroom – Both Sides Present Their Case.  | <b>Case 3 &amp; 4 Classroom Presentation</b>  |
| October 13, 2016   | Class as a Courtroom – Both Sides Present Their Case.<br><b>Case # 2 Assigned.</b><br>Partners meet briefly to discuss the case. | <b>Case 5 &amp; 6 Classroom Presentation</b><br><br>Check some of the case information on Blackboard  |
| October 18, 2016   | Discussion of the Cases  | Partners meet during class.   |
| October 20, 2016   | Cultural Law<br><br>What is Sharia Law   | Readings on Blackboard  |
| October 25, 2016   | Art & Criminals – Jack the Ripper & Hitler   | Readings on Blackboard  |
| October 27, 2016   | Art and the Manson Murders   | Readings on Blackboard  |
| November 1, 2016   | Manson Continued   | Readings on Blackboard  |
| November 3, 2016   | The Scottsboro Boys – A historical/cultural phenomena  | Readings on Blackboard  |
| November 8, 2016   | The Scottsboro Boys Continued  | Readings on Blackboard  |
| November 10, 2016  | Religion, Money & Superstition<br>The Salem Witch Trials   | Readings on Blackboard  |
| November 15, 2016  | Salem Witch Trials Continued   | Readings on Blackboard  |
| November 17, 2016  | <b>EXAM II – 20 questions given in advance; 12 chosen on the day of the exam – critical thinking essays</b>                      | <b>EXAM II</b>  |

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| <b>November 21-<br/>November 26</b>        | <b>Thanksgiving Break</b>   |   |
| <b>November 29,<br/>2016</b>               | Class as a Courtroom – Both Sides<br>Present their Case                               | <i>All Prosecution and Defense Final Briefs Due – (APA Style Format)</i><br><br><b>2<sup>nd</sup> Case Assignment</b><br><b>Case 1 &amp; 2 Classroom Presentation</b><br><br><b>Please load your best legal brief into GEAR at this time. Go to <a href="http://www.marshall.edu/gear/">http://www.marshall.edu/gear/</a></b> |
| <b>December 1, 2016</b>                    | Class as a Courtroom – Both Sides<br>Present their Case                               | <b>Case 3 &amp; 4 Classroom Presentation</b>  |
| <b>December 6, 2016</b>                    | Class as a Courtroom – Both Sides<br>Present their Case<br>Final Class Day – Catch Up | <b>Case 5 &amp; 6 Classroom Presentation</b>  |
| <b>December 8, 2016</b>                    |   | <b>Review Final Format</b>  |
| <b>Final – Critical Thinking Challenge</b> | <b>December 15, 2016 Thursday 12:45-2:45</b>  |   |

<http://www.marshall.edu/gear/> <http://www.marshall.edu/gear/> Class Schedule is subject to change, based on the needs of the class and the instructor.

This is the only physical or hard-copy of this syllabus you will receive. Electronic versions of this syllabus can be accessed on MU Online (Blackboard) and at MyMU under the appropriate course listing.

### Rubric for Critical Thinking Challenge (Final Exam)

| FYS Outcomes  | (A: 4)  | (B: 3)   | (C: 2)   | (D/F: 1)  | Weight                 |
|---|---|--|--|---|------------------------|
| <b>Information Literacy</b><br><br>(Accessing, evaluating, and using information ethically)   | <b>Part A</b> <ul style="list-style-type: none"> <li>Effectively/rightly explains evaluation of documents in the Document Library (DL) by determining accuracy, bias, and relevance.</li> <li>Integrates relevant information from the DL. Acknowledges sources used in the final memo and explains how information in the document impacts the analysis.</li> </ul>                                      | <b>Part A</b> <ul style="list-style-type: none"> <li>Explains evaluation of documents in the DL but overlooks crucial details concerning accuracy, bias, or relevance.</li> <li>Acknowledges relevant sources of information from the DL in the final memo, but does not explain how information in the documents impacts the analysis.</li> </ul> | <b>Part A</b> <ul style="list-style-type: none"> <li>Describes documents in the DL in general terms; does not effectively determine accuracy, bias, and relevance.</li> <li>Indirectly/vaguely acknowledges sources of information from the DL in the final memo.</li> </ul> | <b>Part A</b> <ul style="list-style-type: none"> <li>Fails to correctly determine accuracy, bias, and relevance of the majority of documents in the DL.</li> <li>Fails to acknowledge sources from the DL in the final memo.</li> </ul> | <b>42 Total Points</b> |
| <b>Critical Thinking/Problem Solving (aka “Inquiry-Based Thinking”)</b><br><br>(Demonstrating sound reasoning skills through the construction of an argument) | <b>Part B</b> <ul style="list-style-type: none"> <li>Offers specific recommendations that consider all aspects of the problem.</li> <li>Explicitly links analysis to relevant evidence from the DL; thoroughly questions and evaluates viewpoints and assumptions expressed in the DL; explains why some evidence has been disregarded because of inaccuracy, partiality/bias, or irrelevance.</li> </ul> | <b>Part B</b> <ul style="list-style-type: none"> <li>Offers specific recommendations, but may only partially consider the problem.</li> <li>Links analysis to relevant evidence from the DL but does not explain why particular information was emphasized.</li> </ul>   | <b>Part B</b> <ul style="list-style-type: none"> <li>Offers an overgeneralized or contradictory analysis.</li> <li>Defends analysis with a mix of appropriate and inappropriate evidence from the DL.</li> </ul>   | <b>Part B</b> <ul style="list-style-type: none"> <li>Discusses the scenario topic but fails to define the problem.</li> <li>Disregards evidence from the DL in favor of own ideas or biases.</li> </ul>                                 | <b>35 Total Points</b> |
| <b>Information Literacy</b> (Accessing, evaluating, and using information ethically)  | <b>Part C</b> <ul style="list-style-type: none"> <li>Completely assesses the need for more information.</li> </ul>  | <b>Part C</b> <ul style="list-style-type: none"> <li>Mostly assesses the need for more information.</li> </ul>   | <b>Part C</b> <ul style="list-style-type: none"> <li>Acknowledges the need for more information but does not specify the information or sources that would address unanswered questions.</li> </ul>  | <b>Part C</b> <ul style="list-style-type: none"> <li>Does not acknowledge or assess the need for more information.</li> </ul>   | <b>23 Total Points</b> |